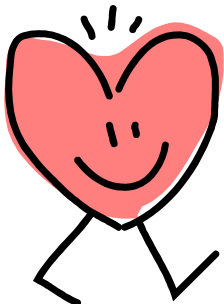


# Strides to a Healthier Community



*South Dakota Department of Health  
Office of Health Promotion*

# OFFICE OF HEALTH PROMOTION

## SOUTH DAKOTA DEPARTMENT OF HEALTH

### ***“STRIDES TO A HEALTHIER COMMUNITY” 2005***

Technical Assistance is available from the Office of Health Promotion  
(605) 773-3737

# **Community Programs and Community Development**

**Community based interventions involve the community in planning and creating environments that make the healthy choice the easiest choice for eating and physical activity.**

## **Science Based**

Research shows five strategies have sufficient science-based evidence to help prevent obesity and chronic disease. Environmental and policy changes and activities on these topics are excellent ways to achieve healthy lifestyles. These five strategies are as follows:

- Increase Vegetable and Fruit Intake (5 A Day) (For more information see page 19)
- Decrease Television Viewing (For more information see page 20)
- Dietary Determinates of Energy Balance (caloric intake and quality of diet) (For more information see page 20)
- Increase Physical Activity (For more information see page 21)
- Promote Breast-Feeding (For more information see page 22)

**These research based strategies can be achieved by community programs that:**

- Increase the number of citizens and organizations who are involved in planning and conducting community programs and who participate in other related community activities, such as transportation, park, and land use planning;
- Organize disenfranchised groups and advocate equity in health (e.g., strengthening food security programs or organizing community groups to demand secure recreation areas);
- Use state and local social marketing, media advocacy, and counter marketing campaigns that inform, educate, and engage citizens about nutrition, physical activity, and obesity-related policies and issues in their communities;
- Promote the adoption of public and private food and physical activity policies and community infrastructure (e.g., sidewalks, farmers markets, retail grocers, and public health impact statements to support healthy eating and physical activity); and measure success.

# ***What are Policy and Environment Changes?***

Policy and environmental changes enable communities to support healthy behaviors. "It is unreasonable to expect large proportions of the population to make individual behavior changes that are discouraged by the environment and existing social norms" (Schmid, Pratt and Howze, 1995). It does little good, for example, to encourage people to take a walk outside if their neighborhoods are unsafe or unpleasant, or to promote healthy eating when, fresh fruits and vegetables are not readily accessible or affordable. Community policies and the community environment should not discourage healthy behaviors, but rather promote a healthy lifestyle whenever possible.

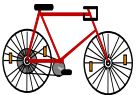
## **EXAMPLES OF COMMUNITY POLICY AND ENVIRONMENTAL CHANGES**

- Change zoning and land use requirements to mandate sidewalks, trails, safe pedestrian and bicycle access to schools, shopping, parks, and recreation centers
- Fix poorly-maintained sidewalks
- Add lighting and signage to a walking trail
- Establish a community garden or farmer's market
- Improve safety at a local park
- Offer and identify healthy meal options at local restaurants
- Establish maternity care practices and policies that promote breast-feeding
- Promote guidelines for vending machine selections
- Provide options for healthy dishes at group meals
- Prohibit sale of "foods with minimal nutritional value" in public buildings
- Encourage schools to keep facilities and grounds open before and after school hours for public use, and offer after-school activity programs that are accessible and affordable for all students
- Promote governmental and nongovernmental organization policies that promote physical activity and healthy eating (e.g., at worksites, places of worship, at meetings, in health insurance coverage)

## Why Focus on Physical Activity and Nutrition?

Physical inactivity and poor nutrition are behavioral risk factors that can have grave consequences on an individual's health. According to the Centers for Disease Control and Prevention, these two risk behaviors are responsible for at least 400,000 *preventable* deaths each year, second only to tobacco use.

Encouraging physical activity and healthy eating, as well as creating environments and establishing policies which support these behaviors are critical to reducing the burden of a number of chronic diseases, including South Dakota's number one killer—cardiovascular disease.



How much is enough? The South Dakota Department of Health recommends 30 minutes of moderate-intensity physical activity at least five days per week. It is acceptable to accumulate physical activity in bouts of at least ten minutes. Therefore, taking a few short walks is an example of a quick and easy way to start getting the physical activity you need during the day.



Consuming at least 5-9 servings of fruits and vegetables per day, monitoring portion size and quality of diet, and eating a diet low in saturated fat are key steps towards a healthy diet.

# **The Process to Change**

When beginning the process to make policy and environment change in your community you may want to consider conducting an inventory of your community or an in-depth inventory of your community workgroup.

## **A. Community Inventory of Policy and Environment**

### **Appendix**

This quick survey can be administered to residents of your community. You will need to add a page to gather demographics (age, race, sex, etc.). Because there might be additional data you may want to collect, we did not create this page for you. Determine within the workgroup the most effective way to get the best response rate in your target city. The more feedback you have from the community, the more assured you can be that the changes you are making will have the desired effect. You can stand at a frequented retail store or a community event and hand out surveys (making sure to verify that those you are surveying live in your target area) if you think this is the most effective way to reach people; you can mail out the surveys with a stamped return envelope; you can call people and conduct the survey over the phone; you can partner with a local newspaper to post the survey in the paper and have community members mail it in--it's up to you. You should have at least 25% of adult community members ( $\geq 18$  yrs) participating in the survey, however, feel free to interview younger community members, as their feedback is also valuable.

## **Community Inventory Summary**

### **Appendix**

Once you have administered and collected the surveys, tabulate and record all pertinent data on the Inventory Summary. This summary should help you begin to see what types of policy and environmental barriers exist in the community and what type of changes the community wants. If you would like to further assess the surveys, you can see whether or not there are any differences between men and women, age groups, and/or races which might help you target some of your efforts.

## **Strategies to Address Barriers**

### **Page 8**

After determining the top policy/environmental barriers and the priorities for change from the community's perspective, review the Strategies Worksheet, beginning on page 8 to look at possible methods to address these barriers.

While reviewing the strategies, keep in mind what is reasonable and feasible to change in your community, and what changes are likely to cause the greatest impact on physical inactivity/unhealthy eating. Within the workgroup, discuss and come to consensus on which barrier should be the focus.

## **B. Community Workgroup Inventory**

## **Appendix**

This inventory is meant to be completed by the partners or stakeholders group working on community change. The workgroup inventory is more comprehensive and gets at more specific information regarding environment and need for policy change. The workgroup can decide to complete the inventory independently and then discuss the inventory at a scheduled meeting or may choose to fill in the inventory together at a meeting. The workgroup inventory would be best used in conjunction with the community-wide inventory to look at the barriers identified by the community and then look at the workgroup inventory for a more in depth evaluation. If this is the only assessment that will be made prior to addressing a plan of action a variety of representation will need to complete the workgroup inventory.

## **C. Additional Data Related to Your Community**

School Height and Weight Reports for South Dakota Students

Behavioral Risk Factor Surveillance System

South Dakota Youth Risk Behavior Report

Vital Statistics

Vital Records

<http://www.state.sd.us/doh/Stats/index.htm>

## **D. Science Based Strategies**

## **Page 19**

After looking at all of the information gathered in the inventory exercise, determine the barriers the workgroup most wants to address. Review the Science-Based Strategies when planning methods to address identified barriers.

## Activities to Address Barriers

Review the results of the inventory and determine what the community has indicated as top policy and environmental barriers, and what they have indicated as priorities for change in the community. Now review the activities worksheet and think about ways to address these barriers, being mindful of what is reasonable, feasible, and likely to cause the greatest change in physical inactivity and/or unhealthy eating. As a group, discuss these issues and come to consensus on which barrier you will be focusing. Any question to which community members answered “no” on the inventory is a potential barrier to physical activity and/or healthy eating in the community. Review the following strategies to begin thinking about different methods that could be used to change some of these barriers. This is not an all-inclusive list; there are likely a number of additional activities that you could employ in your community. This is just to get you started.

### Physical Activity



#### **1** Traffic may be a barrier to physical activity.

- Consider partnering with local community developers/zoning and/or the South Dakota Department of Transportation (DOT) to consider speed bumps, reduced speed limits and greater enforcement of traffic laws.

#### **2** Crime or unsafe neighborhoods may be a barrier to physical activity.

- Consider partnering with local law enforcement to patrol the streets and make their presence more visible.
- Encourage walking groups to increase feeling of safety while being physically active. Partner with neighborhood watch groups. Make sure appropriate lighting exists.

#### **3** The community environment may be a deterrent to physical activity.

- Consider a community-wide clean-up day, or a longer community beautification plan. Partner with schools/students to help beautify the community. The clean-up process itself can also contribute to being physically active.

#### **4** The lack of sidewalks or poorly maintained sidewalks may be a barrier to physical activity.

- Find out what the city/community process is for fixing, altering, or adding sidewalks in the community.



**5** Safety at intersections may be a barrier to physical activity.

- This issue may be a particular problem for younger children, or the elderly. If crossing signals can not be added, consider crossing guards, especially during school hours. Look into partnering with local law enforcement.

**6** The lack of walking/biking trails may be a barrier to physical activity.

- Consult with the Parks and Recreation Department to explore possible development of new walking trails. If there is simply no area in your community for a trail, consider marking off certain community routes with mile markers.
- Use resources within the community, such as a zoo, or a mall to mark off walking routes.

**7** The lack of parks may be a barrier to physical activity.

- If unused greenways exist in your community, speak with community developers and Parks and Recreation about the potential for using this space for family recreation.

**8** Access to public outdoor facilities may be inhibiting physical activity in the community.

- If tennis courts or tracks are already available at local schools, see about opening them up for public use.
- Determine what it might take to add basketball courts in certain areas of the community.
- Talk to local universities, the YMCA and community centers for more ideas.

**9** Access to public indoor facilities might be a barrier to physical activity.

- Partner with the school board to encourage schools to keep gyms open before and after school hours for public use. Determine if other facilities have extra space that could be used for physical activity classes or exercise.

**6a/7a/8a/9a** Conditions at the trails, parks, or indoor/outdoor facilities may be preventing people from using them.

- Try to determine what modifications could improve usage, i.e., enhancing safety by adding patrols or lighting; cleaning up facilities to make them more pleasant, arranging for transportation to facilities for elderly/young community members, extending hours, etc.

**10** Access to private indoor facilities or cost of these facilities might be a barrier to physical activity.

- If creating a facility is out of the question, find out if any worksites or schools in the area already have resources which they might allow the public to use for a fee.
- If cost is an issue, see if employers in the area would be willing to subsidize memberships to off-site health facilities (healthy employees save them money in the long-run).



## Nutrition

**11** Availability of fresh/canned fruits and vegetables in the community may be a barrier to healthy eating.

- Consult with local grocery store management about this issue and find out what they can do to address this problem.
- Consider partnering with the Department of Agriculture and/or Community Action Program (CAP) to establish a farmer's market or a community garden.

**12** Cost of fruits and vegetables may be a barrier to healthy eating.

- Encourage local grocery stores to purchase quality products that don't increase the cost for the consumer.
- Look into a method for obtaining coupons for fresh/canned fruits and vegetables.
- Work with vending suppliers to price fruits/vegetable choices at or lower than the less healthy foods.

**13** Local restaurants may present a barrier to healthy eating.

- Encourage local restaurants to have healthy options available to their customers and to identify these options on their menus.

**14** Availability of healthy eating programs may be a barrier to healthy eating.

- Provide healthy eating programs in the community. Partner with schools, churches, extension services and community senior centers as possible locations to hold programs.
- Partner with local grocer to provide cooking demonstrations or healthy recipes in the store.

**15** Availability of breast-feeding support groups and education may be a barrier.

- Provide resources to educators of prenatal and breast-feeding classes.
- Foster the establishment of support groups and work with local hospitals and clinics to refer mothers to them upon discharge from hospital or clinic.

**16** Availability of community gardens may be a barrier to healthy eating.

- Expand the availability of community gardens by working with your municipal leaders to locate and use land that could be utilized for garden space.
- Partner with faith-based or community groups to plant produce and offer it to their participants free.

**17a** Availability of healthy choices in community vending machines may be a barrier to healthy eating.

- Increase healthy beverage/snack vending machines through policy development in schools and municipal buildings.
- Work with vending suppliers to price fruits/vegetable choices at or lower than the less healthy food.

## ***Addressing the Policy/Environment Barrier***

- **The Plan** **Page 12**  
Explain why you finally decided on the policy and environmental barrier that you chose. Briefly detail the plan you would like to implement to change this barrier. Remember to use partners in your community whenever possible to extend your resources. You may choose to do some awareness activities to support your policy/environmental change, but this should not be the main focus of your plan.
- **Objective/Evaluation** **Page 13-15**  
In order to show that the changes you make have an impact, it's necessary to develop objectives and determine a means to measure them. Follow the guidelines and samples provided.
- **Budget** **Page 16-17**  
Develop a budget bearing in mind the funds you have available and how they directly support policy and environmental change. If the policy and environmental change that you have in mind requires much more substantial funding, think of smaller steps and processes that can be funded. Start seeking partners who might be interested in contributing time, resources, or money to move ahead with the rest of the plan.
- **Feedback** **Page 18**  
It is important for us to understand how we can make this process more user-friendly, so please take the time to fill out and fax back the Feedback form.



## ***The Plan***

### **Community:**

#### Policy/Environmental Barrier:

Using data from the Inventory Summary and from discussion of work group partners, community resources, etc., explain why you chose to focus on this particular barrier.

Describe the methods you will be using to alter or eliminate the policy or environmental barrier you have chosen to address. It is often necessary to partner with other organizations or individuals in the community in order to make your resources extend further. Think about who your potential partners will be as you develop your plan. A sample Potential Partners List can be found beginning on page 23.

You will need to indicate with whom you intend to partner when you fill out the Objective/Evaluation worksheet on page 15. Remember, awareness activities and programs should be used in support of your policy or environmental change.

## ***Objectives/Evaluation***

You will need a means of measuring whether or not changing the policy/ environmental barrier had any impact on physical inactivity or unhealthy eating in your target area. In order to do this, it will be necessary to develop clear, time-oriented, and measurable objectives.

An objective reflects changes in knowledge, attitudes, or behaviors. This objective should state the change you hope will occur by altering a policy or environmental barrier. For example, by beautifying a local walking path you hope that more people will use the path and increase their physical activity as a result of this environmental change. (See Sample Objective/Evaluation worksheet, page 14).

The activities are considered the means to accomplish the objective. They are the big steps necessary to ensure that the change you are anticipating actually occurs. These should also be time-oriented, specific and measurable. (See Sample Objective/Evaluation worksheet, page 14).



## Sample Objective/Evaluation

Objective	Partners	Evaluation
By June 2005, 25% of community X residents ( $\geq 18$ yrs) will have initiated use of the local walking trail, or increased their use of the trail, due to beautification efforts.		Conduct a survey (by mail) to all Community X residents by May 31, 2005 to assess self-reported trail use resulting from beautification efforts. Follow-up with phone calls to households who haven't responded to increase response rate.
<i>The following are some examples of activities—they are not comprehensive, and there are steps before and afterward that should be considered. This is just to give you an idea of the scope of an activity.</i>		
<b>Activity 1:</b> By April 2003, trees will be planted in three areas currently barren along the local walking path.	Meet with local Boy Scout troop to explore the possibility of them planting the trees.	Submit pictures of newly planted trees.
<b>Activity 2:</b> By May 2005, the coalition will place an ad in the Sunday paper highlighting the new beautification efforts on the trail and encouraging people to come out and be physically active.	Meet with local media contact to assist us in development of an effective advertisement for the trail.	Ad will be cut out of the paper and submitted. We will also obtain a circulation count of how many residents receive the Sunday paper to estimate the reach of this message.



## ***Objective/Evaluation***

Objective	Partners	Evaluation
Activity 1:		
Activity 2:		
Activity 3:		
Activity 4:		
Activity 5:		

(You may add objectives or activities, if necessary)



# BUDGET

Below is a sample budget with operating expenses that are consistent with proposed objectives and planned activities. This will help you plan your budgetary needs and allow the workgroup to search for resources based on funding needs.

## ***Sample Budget and Justification***

<b>Description</b>	<b>Cost</b>	<b>Justification</b>
Meeting expense (for meeting with Boy Scouts)	\$50.00	Activity 1 – We want to explore the possibility of Boy Scout services to plant the trees.
Environmental Change (purchase of about 6 trees)	\$300.00	Activity 1—Two trees will be planted in each of the three selected regions.
Advertising (cost for placing ad in local newspaper)	\$350.00	Activity 2 – Advertisement to highlight beautification efforts on the trail.
Postage (mailing survey to county residents)	\$250.00	Objective Evaluation – Mailing survey to county residents to determine trail use.
<b>Total</b>	<b>\$950.00</b>	





## ***Budget and Justification***

<b>Description</b>	<b>Cost</b>	<b>Justification</b>

# Feedback Form



This form should be completed and submitted to the South Dakota Department of Health, Office of Health Promotion. Fax to: Nutrition and Physical Activity Program in Department of Health 605-773-5509

Please place an “X” in the column most closely corresponding to your opinion. Use the comment spaces below each question and the additional space at the bottom of the page to provide information for us on this policy and environmental package so that we can continue to improve these materials. Thank you!

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.) Background materials on policy/environment and physical activity/nutrition were adequate (e.g., easy to read, enough information on each of the subjects). <i>Comments:</i>					
2.) Directions on how to implement the project (“the process”) were clear. <i>Comments:</i>					
3.) The community inventory tools were easy for community members to complete. <i>Comments:</i>					
4.) The inventory summary helped highlight policy/environmental barriers and community priorities. <i>Comments:</i>					
5.) The “strategies” worksheet was helpful in determining activities to address policy and environmental barriers. <i>Comments:</i>					
6.) The workgroup inventory tool was helpful in determining community interventions. <i>Comments:</i>					

Please provide any additional comments in the space below:

Fax to: Nutrition and Physical Activity Program in Department of Health

605-773-5509

# **Strategy 1**

## ***Increase Fruits and Vegetables***

1. Provide farmer's markets.
2. Promote healthy eating lifestyles by providing cooking classes to educate on techniques of cooking and incorporating fruits and vegetables into meals.
3. Expand access to fruits and vegetables in retail groceries and local dining establishments.
4. Promote healthy eating behaviors by offering nutrition education classes based on assessments of interest and need.
5. Encourage retailers to provide programs in local schools and day cares related to 5 A Day.
6. Distribute 5 A Day materials and messages to communities by posting on local cable station.
7. Provide taste testing at the local grocery.
8. Offer coupons for fruits and vegetables.
9. Encourage restaurants to offer fruits and vegetables as menu options.
10. Recognize champions in the restaurant industry who support the incorporation of the 5 A Day message.
11. Partner with parks and recreation, day care or summer camps to offer fruits and vegetables in their programs.
12. Make community garden plots available to residents.
13. Distribute weekly or monthly vegetable and fruit articles in local newspaper or magazine.
14. Use multiple channels for interventions, such as retail food outlets, transit and recreation/leisure facilities, worksites, faith organizations and social service centers to reach the general population and targeted subgroups within the community.
15. Conduct community-wide healthy eating and physical activity special events, regular programming, and media campaigns.

## **Strategy 2**

### **Decrease TV Viewing**

1. Reduce television viewing time by sponsoring a “Turn off TV Night” in the community and offer alternatives for families to choose from.
2. Partner with health care providers to encourage activity instead of TV viewing.
3. Provide information to parents in reducing TV viewing time of children.
4. Provide parenting programs addressing parental monitoring and setting of rules (e.g. no TV in a child’s bedroom, not having the TV on all of the time, not letting children watch TV alone, turn off TV during meals).
5. Providing more safe and engaging activities for children instead of watching TV.
6. Use multiple channels for interventions, such as retail food outlets, transit and recreation/leisure facilities, worksites, faith organizations and social service centers to reach the general population and targeted subgroups within the community.
7. Conduct community-wide healthy eating and physical activity special events, regular programming, and media campaigns.

## **Strategy 3**

### **Caloric Intake/Quality Diet**

1. Make available reliable resources on general nutrition related to portion size (i.e.) placemat, portion size plate, food models.
2. Encourage local restaurants to offer smaller or ½ portion meals on menus at reduced prices.
3. Encourage fast food restaurants to identify and offer healthy choices (i.e.) salad instead of french fries, substitute low fat milk or water for soda.
4. Provide healthy vending choices in public buildings.
5. Encourage more family meals.
6. Limit consumption of sweetened beverages.
7. Create a local logo that all recognize as a healthy meal or snack choice.
8. Promote a “Healthy Dinner Club” among faith-based groups.

9. Use multiple channels for interventions, such as retail food outlets, transit and recreation/leisure facilities, worksites, faith organizations and social service centers to reach the general population and targeted subgroups within the community.
10. Conduct community-wide healthy eating and physical activity special events, regular programming, and media campaigns.

## **Strategy 4**

### **Increase Physical Activity**

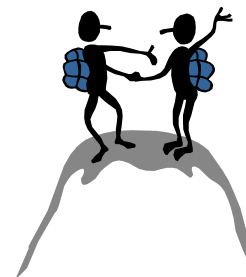
1. Promote sustained physical activity lifestyles for adults and children, such as brisk walking, running or cycling.
2. Use multiple channels for interventions, such as retail food outlets, transit and recreation/leisure facilities, worksites, faith organizations and social service centers to reach the general population and targeted subgroups within the community.
3. Conduct community-wide healthy eating and physical activity special events, regular programming, and media campaigns.
4. Promote increased bicycling by providing bike parking in front of buildings and in public spaces.
5. Provide free or low cost physical activity opportunities through city programs such as croquet, bocce, kickball, disc golf and other recreational games.
6. Provide weekly articles in the newspaper promoting physical activity and current opportunities to participate.
7. Display key messages on a community sign or display board.
8. Insert notices of upcoming events in school newsletters, church bulletins, utility bills, etc.
9. Use local celebrities or leaders to help promote events or messages.

## **Strategy 5**

### **Promote Breast-feeding**

1. Establish lactation rooms in community buildings (businesses, schools, churches, government offices).
2. Develop of resources to target public education that links the impact of breast-feeding to obesity prevention. Make electric breast pumps available through your local clinic.
3. Develop social support resources for breast-feeding women (i.e. peer counselor and mother –to mother networks, telephone or in-home breast-feeding support)
4. Provide training on breast-feeding to health care professionals who provide maternal and child care.
5. Establish of maternity care practices and policies that promote breast-feeding.
6. Establish of workplace programs and policies that promote breast-feeding.
7. Provide breast-feeding education programs in the hospital.
8. Encourage healthcare facilities to implement Ten Steps to Successful Breast-feeding.

# *Potential Partners in Community Projects*



## **Government sector**

Department of Education, Child and Adult Nutrition Services/Team Nutrition  
Department of Education, Coordinated School Health  
Department of Game, Fish, and Parks, Division of Parks & Recreation, Trails Coordinator  
Department of Game, Fish, and Parks, Division of Parks & Recreation, Visitors Services  
Coordinator  
Department of Health, Cardiovascular Health  
Department of Health, Children's Special Services  
Department of Health, Community Health Services  
Department of Health, Oral Health  
Department of Health, Office of Family Health (Maternal and Child Health)  
Department of Health, WISEWOMAN  
Department of Social Services, Child Care  
Department of Social Services, Food Stamps  
Department of Social Services, Out of School Time  
Department of Transportation, Trails Funding Coordinator  
National Guard  
Libraries  
Representatives of state, county, and city government  
State, county zoning board  
State or county cooperative extension service (SDSU Cooperative Extension)  
State and local elected officials



## **Health sector**

Cardiovascular rehabilitation centers  
Insurance companies  
Local hospital and clinic  
Parish nursing  
Physical and occupational therapists  
Private practicing physicians  
State and local health departments  
State health education associations, such as:  
    South Dakota Alliance of Health, Physical Education, Recreation, and Dance  
State nursing and medical associations such as:  
    South Dakota School Nurses Association  
State nutrition and physical activity associations such as:  
    South Dakota Dietetic Association  
    South Dakota Nutrition Council  
    South Dakota Park and Recreation Association, Recreation Branch



## Education sector

After-school programs  
Day care centers, preschool programs  
Local elementary, middle, and high schools  
Physical educators  
Post secondary education  
South Dakota Department of Education



## Transportation sector

City and regional planning commissions  
County commissioners regulating zoning laws  
State and local department of transportation



## Business sector

Business leaders  
Chamber of Commerce  
Fitness clubs and health spas  
Grocery stores and convenience stores  
Restaurant owners/managers  
Shopping mall managers



## Media and communication sector

Chamber newsletter  
Newspaper editors  
Radio station managers  
Television stations (cable and public)  
School newsletter/newspaper





## **Recreation sector**

Community centers

Community team sports clubs (softball, soccer, basketball, volleyball, football, ice hockey)

Local park and recreation departments

Senior centers

State and local parks

Walking, hiking, running clubs



## **Religious sector**

Churches

Church-owned recreation facilities, camps, etc

Parish nursing

Women's groups and men's groups

Youth groups



## **Voluntary or service organization sector**

Action for Health Kids representative

American Cancer Society

American Heart Association

Girl Scouts of America, Boy Scouts of America, Boys' and Girls' clubs, 4-H clubs and other youth organizations

Midwest Dairy Council

Rotary, Lions, Kiwanis, Jaycees, and other service organizations

Beef Council

Pork Council